

## **LEYS FARM JUNIOR SCHOOL**

### **History Policy 2023**

#### **Introduction**

At Leys Farm Junior School (LFJS) we teach history to stimulate the children's interest and develop understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society.

#### **Aims and Objectives of History at LFJS**

We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of history in our school are to:

- foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- enable children to know about significant events in British history and world history and to appreciate how things have changed over time with gaining a sense of chronology;
- know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- develop in children the skills of enquiry, investigation, analysis, problem solving, evaluation and presentation.

It is our aim that the following skills are developed through our teaching of History:

- evaluation and analysis of information;
- understanding of cause, change and consequence;
- questioning;
- debate;
- problem-solving;
- use of historical vocabulary appropriate for the age of the pupil;
- sequencing of events, leading to the development of the concept of chronology;
- observation of differences over time;
- recognition of continuity over time;
- awareness of key historical themes and their development over time;
- understanding of cause and consequence and events recorded from differing viewpoints;
- recognition of the reasons for bias and prejudice;
- effective use of a variety of historical source materials, including trustworthiness;
- understanding of historiography and the way history is reported;
- communicate understanding orally, visually, in writing, through ICT, artefacts or drama;
- reflection and creativity.

### **Intent of the LFJS History Curriculum**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and a combination of primary/secondary sources, considering reliability. We give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know this is true?' about information they are given.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (Bronze/Silver/Gold outcomes). Not all children complete all tasks;
- providing resources of different complexity depending on the ability of the child;
- using teaching assistants (TAs) to support children individually or in groups.

### **Implementation of the LFJS History Curriculum**

We use Historical Association schemes of work for history as the basis for our curriculum planning. These have been chosen based on the necessary coverage expressed within the National Curriculum. Chronology has been considered within our Long-Term Plan (LTP) and local context is considered by building on the opportunities our locality gives. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build progression into schemes of work through our activities, so that the children are increasingly challenged as they move up through the school. Key knowledge, has been identified on our LTP and teachers ensure that children are able to answer enquiry questions by creating a knowledge organiser that is consistently referred to. Significant individuals have been carefully chosen with diversity in mind.

### **Impact of the LFJS History Curriculum**

Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.

Children will become increasingly aware of how historical events have shaped the world that they currently live in. They will also have a further understanding of History on a local level and on a small-scale. Children will develop enquiry skills to pursue their own interests within a topic and further questioning. Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History. Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

### **Monitoring and Reviewing**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the headteacher an annual action plan in which the strengths and weaknesses are evaluated in the subject and indicates areas for further improvement.

### **History Curriculum Planning**

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). LTP maps the history topics studied in each term during each key stage and the children study history topics in conjunction with other subjects. Some topics have a particular historical focus and we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans (MTPs), we use Historical Association schemes of work which gives details of each unit of work for each term. Because we have previously had some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics. MTP further breaks the unit down into key-learning and teachers then further plan for delivery and Bronze/Silver/Gold tasks weekly.

### **Assessment**

We assess children's work in history by making judgements as we observe them during each history lesson. On completion of an activity, the teacher levels the work and may set challenge questions or next-steps to further ensure learning goals are reached or is embedded to a higher standard. At the end of a unit of work, children are expected to complete a meta-cognition task in order to ensure they have met or exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year and use O-Track to assess and track disciplinary skills.

At our school we teach history to all children, whatever their ability and ensure we do not assume they cannot access the curriculum. History forms a crucial part of our aim to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges, responding to each child's different needs and ensuring they achieve the minimum knowledge required as this acts as a foundation for further study.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to the farming museum, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Impact of History on Teaching in Other Areas of the Curriculum**

English - History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, and spoken language. Some of the texts that we use in English are historical in nature. Children develop oracy through discussing historical questions or

presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and empathizing with people in the past.

Mathematics - History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the growth of the steel industry through trade directories and local census.

Children have the opportunity to use iPads to research, record and use photographic images to further their study independently.

History contributes significantly to the teaching of PSHE. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness.

### **British Values**

Our history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. We place significance on diversity within our planning.

They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **Resources**

There are sufficient resources for all history teaching units in the school. We keep these resources in Room 5 where there are boxes for each unit of work. We have a wide range of artefacts for display purposes. The library contains a good supply of topic books to support children's individual research.

**Review Date:** To be reviewed Autumn Term 2027.